

VOICE MESSAGING

(8)

1 I do not have a set time, no. If I do anything I do it as  
2 consistently as possible on Friday and that has not worked really well  
3 and, like I said, I just, a lot of it is just thing did not work.

4  
5 How about. How long have you been using the service. When did you  
6 first start it.

7  
8 September of 93.

9  
10 Have you been consistent over time or it has changed?

11  
12 Mine has been consistent.

13  
14 Very consistent.

15  
16 I do a lot of communicating as far as one on one, sending messages  
17 back. Parents put their homework sheet. We use something called the  
18 Monday folder o everything goes home on Monday and once I get all the  
19 notes back on Tuesday or Wednesday. So, rather than writing a note to  
20 return to that parent, a lot of times I will just send a message on  
21 that voice message, if they have the system. I do not put that,  
22 generally, rather than take the time to write them a note. I know of  
23 my ---- comes in and she and I communicate that way all the time.

24  
25 Do you use it seeking to increase some?

26  
27 It is to increase some. I think that I was having trouble getting my  
28 messages put on the machine.  
29 figuring out how to work the system and ...

30  
31 My biggest problem is getting them off. I can get them on but I do  
32 not know how the get them off.

33  
34 I still get my kid sheet out. I still get my little pamphlet out to  
35 know what I should do.

36  
37 do you struggle to get some thing done.

38  
39 It is for me; I do not know why. I have voice message at home where I  
40 can do anything but for some reason I have to get that little thing  
41 that says voice messaging.

42  
43 I know that this definitely be with me every time I need it. I have  
44 voice messaging at home as well and my numbers are really very similar  
45 and I go, wait a minute, is that home, or is this other number. The  
46 dialing retrieval number, 956. So, I really have to stop and think  
47 which way is which.

48  
49 I do not know why, but I have trouble getting my messages off. I  
50 still get my little sheet out. Part of it I think is not clear. I  
51 cannot remember what the word E is.

Tape Transcription

## VOICE MESSAGING

(9)

1 We have to listen to the whole message first or you have to know how  
2 to fast forward through it. Everything else, when you delete, press  
3 seven. For this to delete, press two. It would be so much easier if  
4 it were the same for everything. To delete a message on your list you  
5 have to press a different number.

6  
7 Speed it up.

8  
9 the wording does not say exactly the same as to how you have get into  
10 it. I cannot remember the wording.

11  
12 I had trouble just at the beginning; much of it was understanding what  
13 they were telling me.

14  
15 I think that, we as teachers, we speak educational needs. Our  
16 vocabulary is a little bit different and this was not written in  
17 educational needs or to what we might be accustomed to doing in a  
18 school situation. Once we went past that everything was easier.

19  
20 I am glad you are saying that because, when I looked at it the first  
21 time and started to do this between this and E Mail and the computers  
22 and the telephones and all these ... it was just overwhelming for me.  
23 I do not understand this at all. It was much to do in one year.

24  
25 I have a masters degree, that is the impression you get.

26  
27 You know it is different to have voice mail at home.

28  
29 Can you give me some examples of what kind of things are awkward in  
30 there?

31  
32 WHY DO YOU HAVE TO PRESS TWO OR SEVEN INSTEAD OF PRESSING TWO AND  
33 SEVEN.

34  
35 So IT HAS TO BE CONSISTENT. WHAT ELSE? Is it the terminology?

36  
37 We are reading the broadcasting list and, to me, I do not know, it  
38 took me a while to be able to do that and it was like trial in there  
39 and removing messages from this and only mail box. I do not why, but  
40 if I do not have exactly ....

41  
42 I will tell specifically my problem. See here, where it says, entry  
43 your mail box. I did not have a lot of problem with this because I  
44 have voice mail at home and I was really excited and I was really  
45 aggressive and I wanted to learn that off but I will tell you that for  
46 the first month of school every night I would get a call from a  
47 teacher or another staff member who could not figure it. I have two  
48 lines on my phone and I would say, hold on, I would conference two  
49 lines together and we would go step by step by step. You needed  
50 someone to sit down with you, one on one for an hour or a half an  
51 hour or fifteen minutes for the first month or something similar.

Tape Transcription

## VOICE MESSAGING

(10)

1 They need to be told, where it says entry your mail box, you need to  
2 go back up to hear and you need to go through this whole thing in your  
3 mail box. Nobody ever told me, when you call from school you have to  
4 do something different.

5  
6 If you were to adhere to this listing, where it says answer your mail  
7 box, you have to go and do all this. Entry your mail box, you have to  
8 this first and then you can go down and do this.

9  
10 The other thing was, as I said, I didn't know, when I call from  
11 school, that I was not going to get the same thing I get when I call  
12 from home. That throws a lot of people off. When you hear [REDACTED]'s  
13 voice, she is her secretary, you press star and you can go right  
14 regular. When you hear [REDACTED] talking, press star because you know  
15 you are not in the right system. People would be right at home and  
16 press star and it was not working.

17  
18 [REDACTED] would not answer the phone. she has a different phone in a  
19 different system.

20  
21 We did have training for one, I guess it was 40 minutes. There were  
22 four or five people there and the man did a fine job telling us how to  
23 do it but we still did not do how to do it. His presentation was fine  
24 and we thought, okay, that makes sense. We all went back and said,  
25 okay, what do we do again. It still was not doing it and it was not  
26 clear. He met with us individually or two. So the one teacher who  
27 did not pick it up and said, I tried it and I still cannot get through  
28 this. She said, now, you have to go to my room; I will show you how  
29 to do it on the school phone e. Well, as you are saying, you go home  
30 and it is a different thing. It took me a while to feel comfortable  
31 enough to give it a try. I sat at home by 9:30 saying, okay, are you  
32 going to try this again. It is nice when you are home and if you make  
33 mistakes it is not a problem. It is scary to try it if you are not  
34 getting through the first or the second time; it gets frustrating.  
35 Then you would say, I better write them a note.

36  
37 I was doing it and punching away and, of course, it would not work and  
38 I would be yell and scream and still it did not work. I would try  
39 again and would end up complaining.

40  
41 What would you change? I hear you saying that it needs to be made  
42 consistent with voice messaging. make it consistent as far as delete;  
43 make it up two or seven to be the same.

44  
45 You know, delete is always seven.

46  
47 Do training; one on one training.

48  
49 We have finally sat down to find out how to put a message. This is  
50 how to erase a message and it was there. this is how to input.

51  
Tape Transcription

VOICE MESSAGING

(11)

1 I think it would make a difference.

2  
3 Like a recipe. In fact, [REDACTED] did something like that.

4  
5 did you sit and re-wrote it yourselves?

6  
7 Did you write that over?>

8  
9 I know that the person who wrote this probably understood but, like  
10 you are saying, enter your mail box and then you have to go and reply  
11 your messages and you go to send a message you have to put it down  
12 here, enter your mail box again. so, instead of having it ... or  
13 refer back to one. It would probably be easier if you had four or  
14 five different slips and saying, enter your mail box.

15  
16 So, it could be sequential because I am planning to do something a lot  
17 easier.

18  
19 It is okay, this is the reason for this feedback.

20  
21 Yes, it could be a little bigger sheet but, I mean, if you can read  
22 one call to relay message and then, from the very first pick up, we  
23 will see.

24  
25 I think it is an educational thing as well. I think, as a teacher, I  
26 am used to a certain vocabulary and, once again, I think this is not  
27 written quite to my understanding.

28  
29 So, it sounds like most of you struggled at first.

30  
31 Also, I had a problem with messages versus greetings. Think about how  
32 you get an answering at home and you say, hi, it is [REDACTED], I cannot  
33 get to the phone. That is what I thought we were doing and we were  
34 not. We are putting a message which is different from a greeting and,  
35 again, we have a teacher who, in February finally figured it out.  
36 She finally said to me, I cannot get this message erase, how do I get  
37 it erased? It was not a message; it was a greeting and it was from  
38 october and she had never changed it. It was a greeting and I thought  
39 it was not good. You do not put a greeting in either mail box.

40  
41 So, how to change the greeting.

42  
43 I did not know that either. I thought the greeting was what I was  
44 going to play out. I tried that also.

45  
46 I thought that the greeting was then followed by whatever message and  
47 that is not the case at all.

48  
49 Yes, you have the greeting where you say, leave me a message. I did  
50 not realize we had two.

51  
Tape Transcription

1 That was when I was at home punching in and ...

2  
3 So, everybody was struggling with it at the beginning and then, we  
4 learned it.

5  
6 I think once we get started, once you get going with it, that does not  
7 sink quite so bad. The benefits you are getting from it come from  
8 going up and running.

9  
10 What are the benefits?

11  
12 I think just that parent communication we mentio9ned. If you are  
13 communicating with parents that makes your job easier and it  
14 benefits the children as well as the parents. That communication is  
15 vital.

16  
17 I really think that the parents can say, I did not know about it. It  
18 is there and all you have to do is pick up the telephone and listen.  
19 The students cannot say, she never told us, it is right there. It  
20 also keeps me organized too; in the sense that I have to put  
21 everything on once a week. so, I have to have myself very well  
22 planned out with whatever I am going to do during the week. If not,  
23 my --- she goes ahead and, I had never thought of that, she puts it  
24 into the machine. I will say to them, I am sorry, but we have to  
25 change the plans on my voice mail. It does say that you are going to  
26 have a test but you are not ready for it so we will wait until next  
27 week. They will say, what happen to work-sheet number 25? I will  
28 say, well, we are not there yet.

29  
30 So, after we have gotten through some of this thing; you should start  
31 picking up on it; you start using it more than you did at first. The  
32 reasons for having the usage starting to increase are?

33  
34 I like the fact that you can use it at any time. You are not going to  
35 waste time because, tech technically, as teachers, we are so geared in  
36 to get things accomplished at school that, in many occasions you hate  
37 to take that time right after school, at least I do, to sit and call a  
38 parent and then get tight up and then you need to go home and if there  
39 is something you need to communicate I can do it at 10:30 or 11:30 at  
40 night. I do not need to wake them up and still leave that message.

41  
42 Parents call; I have parents who will call and leave me a message at  
43 10:00 at night or they will think of something and they feel more c  
44 comfortable sending me a message later in the evening because they do  
45 not want to check their messages before school starts. I like it when  
46 a parent leaves me a message; some times, if they have a question or  
47 they want to know something that gives me a little bit of time extra.  
48 They will leave me a message and they say, oh, I can take care of  
49 that.

1 Another advantage is that, one of two ladies was talking about leaving  
2 messages to parents. I get really frustrated on people who do not  
3 have voice messaging because then I have to talk to them. It is not  
4 that I do not want to talk to parents. last night, a mother called me  
5 with a question that took a minute to answer, yes, your son has made  
6 up all his work and his average is at 80. 45 minutes later I am  
7 hearing about how glad she is that he broke up with his girl friend  
8 and on and on. How can her son get this class for the next year and  
9 .... I did not have 45 minutes to sit and listen to her go on and on.  
10 I would check my list and I was actually recording her message and  
11 was trying to send it and I was not able to do that. I was really,  
12 really frustrated because instead of taking one minute to tell her  
13 what happened I get to sit 45 minutes of my family time. Fine, I do  
14 not call parents as often or as quickly if they do not have voice  
15 messaging. I do not tell my principal that.

16  
17 To be really honest, that is not a good idea.

18  
19 that is an issue; I have one parent who is the same. I mean, she is  
20 wonderful but she is the same way; you never converse with this lady -  
21 for less than 45 minutes or better. It does not matter whether she  
22 has an issue to discuss or not. I mean, she is just a wonderful lady  
23 but she does like to talk. So, it is nice if I can leave her a  
24 message or something to which I can respond and I can do it on a voice  
25 message and talk to her later when I have the time to do so.

26  
27 It seems like it is an efficient way to communicate. You can choose  
28 when you want to communicate and it also encourages you to communicate  
29 more if you are not going to worry about being blunt.

30  
31 Before, and I hear that once you started using it, you started to have  
32 some of these difficulties. Before, at the beginning, when you first  
33 heard about this, what was your initial reaction, how did you  
34 initially feel about this?

35  
36 I was excited about it but it was because I already had the voice  
37 message at home. It was really for me.

38  
39 I was not excited. I was very apprehensive because I was not sure  
40 what this connection into their home and mine meant. Would I have my  
41 time, meaning my personal time as a parent, as a mother or a wife; or  
42 would I be totally connected with their families? I was not sure how  
43 that was going to work.

44  
45 I have a lot of very intense parents, very concerned parents and I  
46 agree with you; communication is the best line, it helps everyone but  
47 I was not sure where that was going to leave me.

48  
49 also the fear of getting into it for fear of what I would find. It  
50 kept me a little hesitant.

VOICE MESSAGING

(14)

1 So, Why did you even try it. Why did you not say, ....

2 I did say that. I decided that, well, I did have a time where I  
3 checked my messages and the mother had a question and it was at that  
4 time when I felt that question needed to be answered and did not have  
5 the time to do it so I left a message. The communication was really  
6 affective. That made me feel more comfortable about it.

7  
8 You get to a point where some time you have to establish your own  
9 identity and your own family values and your own life. I really felt  
10 that I did not want that to be taken away by this house to house  
11 communication. I did not want an angry parent or a happy parent or  
12 whoever to call me on Friday at 4:00 and wanted a response. I did not  
13 think that was fare. That has not happened but I was concerned about  
14 that.

15  
16 The others seem to be very interested in this.

17  
18 You know. I think it is a great idea. I did not have any problems  
19 with it.

20  
21 That was not the general feeling at our school. Everybody was like,  
22 one more thing? One more thing? We did not have an option. this was  
23 a requirement and we will get messages in our mail voices saying,  
24 please, up-date your voice mail. The parents got to the point where  
25 they would get upset if your voice mail was not up-dated by Monday at  
26 4:00.

27  
28 It was a little bit stressful but it got your into that routine and  
29 the big picture is that it was a great idea. I was not really happy  
30 at the time but the parents really do like it and the parents were the  
31 ones who showed up really quick by getting messages. In fact, I was  
32 one of the ones who got messages like crazy. Again, it was because I  
33 have not gotten to a telephone to put it on and it was like in the  
34 first week, two or three weeks, I had not up=dated my message. I  
35 think this was also a sign from the parents saying, hey, we are going  
36 to use this so, please, make sure you use it too.

37  
38 The school had a policy requiring you to use it?

39  
40 No, our principal did not require for us to use it. She would have  
41 liked it for us to use it.

42  
43 I was of the impression that she was using it because there were a  
44 lot of benefits ; the teachers who were using it were happy using it.  
45 I think it was more of a positive feedback from other teachers which c  
46 used me to try it and find out that it was okay. As I said, I was  
47 really apprehensive at the beginning and I was glad she did not force  
48 me because there were a lot of other things we were handling and the  
49 school is only two years old and this is my first year there. I  
50 really felt overwhelmed because everything. I think she read that and  
51 I think the principal understood the circumstances and since there is

Tape Transcription

VOICE MESSAGING

(15)

1 such good communication between the parents and the teachers, anyhow,  
2 they always had the school being very involved. so it was not that  
3 we would not b be able to communicate with them on Monday.  
4 newsletters, everything was going out and it was not that they were  
5 not getting communication and feedback. I felt that she was letting  
6 it up to us. She thought it was a great program and they did a great  
7 service for us. In that respect she wanted it promoted. I did not  
8 feel forced to use it.

9  
10 There was one time when we did get messages and a note on mail box to  
11 up-date.

12  
13 You see, because I was not, I did not get anything ...

14  
15 That was only one time and that was because she was presenting into  
16 the board.

17  
18 When I first started using it, of course, I had sweaty fingers and  
19 sweaty palms. I had a parent send me a message back and say, I liked  
20 your message, you did a nice job, no, you do not sound silly. I think  
21 it just took a couple of encouraging words from parents for me to  
22 feel more comfortable with it.

23  
24 Do you agree with that?

25  
26 I agree with that. It is nice when you get one of those nice  
27 messages; I think we are all bound to like good input. There were a  
28 couple of times when I had a parent respond right away and say, gee,  
29 thanks. That is all they say. that was a nice message, thanks.  
30 Those wonderful pad on the back.

31  
32 So, you saw some of the teacher be a little apprehensive to this.  
33 There was some resentment to getting pushed into it with yet other  
34 things to do.

35  
36 In the service break you have to realize that I think you would see  
37 the same apprehensiveness you saw being given to computers. They were  
38 told, this is now hooked up and all communications are going to be  
39 done by computer. I can see many of our teachers go, ah!

40  
41 That is part of who we are with being a new school high  
42 technologically speaking and, [REDACTED] and I are both brand new to this  
43 school this year. So, we are dealing, although we had a computer in  
44 the past, you are now networked and you have that. We now have Tv's ,  
45 it took me for ever to figure out those. I had to learn the blue  
46 monsters, the videos, go through the library. It is wonderful but you  
47 are learning the TV, the telephone, US WEST the computer ... I felt  
48 like I was an out of space worker for a few weeks. there was a lot to  
49 learn at once.  
50

VOICE MESSAGING

(16)

1 So, you did not grade here. What was your grade over all for this  
2 service.

3  
4 I gave it a B. over all.

5  
6 I gave it a B+.

7  
8 I gave it a B.

9  
10 B minus.

11  
12 Why did you grade this a B. as an average but why?

13  
14 I think it is a good program. I do think that the there are things  
15 that need to be fixed. the simplicity of getting your messages on and  
16 off. One of the things that I would really .like to see is some kind  
17 of a system where you would know there was a message on there. There  
18 is no indicator when you pick up the phone. On of the things, even  
19 with your own phone in the room ...

20  
21 You do not have your own number; unless you have your own number I do  
22 not think it would even work. If you had your own number it would be  
23 different.

24  
25 Still, we need an indicator.

26  
27 I even, personally, I mean, going from an answering machine to US WEST  
28 voice message, I love it. I am still bothered .

29  
30 If I am busy doing something I do not think to pick up the phone right  
31 away and check it. I try to get into a habit; but, you know, it is  
32 nice to have something that is more visual.

33  
34 I was just telling them out there that this is all personal. We  
35 obtained this great system and I gave this number to my husband and  
36 said, look, you do not have to leave me a message, just call this  
37 number and I will know you did call me. Well, he has used it three  
38 times. Two times I did not listen to it; I was supposed to be at  
39 dinner at 5:340 and I showed up 5:40 ten minutes to six. The next  
40 time, we were having people come over for dinner that he had invited;  
41 I did not check my message.

42  
43 You just forgot? Or you got busy?

44  
45 Well, there are only two lines. I did not get to it and I figured, if  
46 there is anyth9ing the matter of life and death, you know it can wait  
47 until tomorrow morning. consequently, he does not use my voice mail.

48  
49 My husband has only used my twice and those were two days when I got  
50 this and I did not check it.

51  
Tape Transcription

1 Now, he calls direct and leaves a message to get back to him.

2  
3 Is there a reason for the B. grades, right?

4  
5 I was B. plus over all. I am really pleased with it. I do not think  
6 it is necessarily perfect but I am really pleased.

7  
8 Why not and A.

9  
10 I think that getting started, up and running, a lot of the hardware  
11 issues. I have access to one that is not quite as bad as you have.  
12 Those are inconveniences and those make it difficult.

13  
14 You are talking about the problems with getting the message out and  
15 those types of things.

16  
17 I gave it a B. After I finally got into it I though, oh, this is not  
18 so bad and it is really nice to get to call the parents and it is nice  
19 to leave a message when you are in a hurry and the ones that the  
20 children can also hear. I felt comfortable with that. I did not feel  
21 comfortable enough to give them and A. because it took me so long to  
22 get into it and I do not know whether it is the frustration of the  
23 instructions or it is just my own, I am not sure what I want to do.

24  
25 Nancy gave it and A.

26  
27 I gave it and A. minus and the only reason that it did not get just a  
28 plane old A. was the training thing. I cannot tell you how many  
29 hours I spent working at getting other people ready to use the  
30 system. That was okay; I mean, that was not a major problem for me.  
31 the other thing is, when you have messages that are returned; I do not  
32 know if you have returned messages when you send it to your list and  
33 somebody is not on voice mail any more. No six, phone numbers, such  
34 and such and such and such, message was returned on such and such a  
35 day, on such and such a time. You have to listen to the whole message  
36 where you can go right through it but if you have six people who have  
37 cancelled their voice mail, you are sitting on the phone for ten  
38 minuets waiting to hear all the people who did not get your message  
39 because they are not on voice messaging any more. You do not care,  
40 just you have to take them off your list. I wished there was a way  
41 that US WEST and all their wonderful technology could automatically  
42 delete that from my list when they get deleted from voice messaging.  
43 I have six lists for different classes so I have to think some of them  
44 you do not get a name, you get a phone number. Oh my gush, whose  
45 phone number is that, is that a seventh or and eighth grader. Then  
46 you have to find the child. By looking at the number I have to find  
47 the child and figure out what class they are attending, on what list  
48 they are and then go to that list and delete it. That was my main  
49 problem when people got out of voice messaging. I guess the moral of  
50 the story is, do not get off voice messaging. You know, when they  
51 would get off voice messaging I would get ...

VOICE MESSAGING

(18)

1 You do not like to having to cancelling yourself, you would like to  
2 have it automatic.

3  
4 Yes, would that not be great?

5  
6 You like to listen to it and if sounds like that was cancelled ...

7  
8 Some times they leave a message that is 60 seconds long or 90 seconds  
9 long and if I have six people who do not have voice messaging any  
10 more, a minute for each of those people. You are talking six  
11 minutes. You can press 3-3 and go to the very end of the message and  
12 I do that but it still is, when I do it I have 90 seconds. I have  
13 three children under my feet and working full time, my husband is  
14 working full time and I have a million things going on; I do not have  
15 time to listen. Then, to sit down and figure out who it was in order  
16 to take off from which list. I have six lists so that makes it really  
17 different.

18  
19 I send a message to the parents and they no longer have voice  
20 messaging then US WEST technically send you a return to sender and  
21 says, here is your message back, they will tell you a phone number.

22  
23 Oh, I see. So you have a whole recording from them and a whole  
24 recording from the next one.

25  
26 That was another one; teacher would call saying, I am trying to get in  
27 and it is not letting me do anything. I keep getting this thing  
28 saying node six. I have to say, just keep listening to it, press  
29 seven and you will be right. I wished there was a way.

30  
31 You did not know, the first time you got that, you did not know what  
32 was going on. It is really goofy if you want to add or delete someone  
33 you do the same thing. If they are already on the list and you put  
34 their phone number it gets delete.

35  
36 Yes, but it does not say how to do it.

37  
38 that is the only reason they did that.

39  
40 So what do you do at that point. Is it what you expected. Did you  
41 expect it to be like that. Was it different from what you expected?

42  
43 I really did not have any expectations.

44  
45 Were you surprised about it?

46  
47 I use it more than I ever thought it possible. I would have never,  
48 never, unless we went on this trip to San Diego, I had no way of  
49 getting in touch with the parents; I had no way of letting the parents  
50 know. The only thing was, give everybody my home phone number and  
51 say, call my husband. I did, 84 children one of whom had a medical

Tape Transcription

VOICE MESSAGING

(19)

1 condition. I needed to keep her mother up-dated on what was going on  
2 and I did. I ran into problems and I call my husband and said, start  
3 making phone calls, we are going to be two hours late. That was last  
4 year. This year I did not have to do this.

5  
6 so, it made your husband happy, ah?

7  
8 I would have never thought the system had that capability. do I worry  
9 about children cheating an extra credit any more. Not a bit. They  
10 call me up, they tell me the answers, they get it right and they get  
11 them honest. Some of them say, I forgot to call you last night, I am  
12 sorry. Also trying to see what time these children are making these  
13 calls. you know, 10:37 I have been in bed for an hour and they are  
14 calling me to tell me it is a fool moon.

15  
16 That is a very good subject to be different. If someone calls me on  
17 my social studies to give me a report on ...

18  
19 Well, not a report, but if you want some specific fact. Let us say  
20 you wanted to say, what did the dollar do on the Tokyo market today.  
21 did it go up or down; they could call you and give you the answer they  
22 find out. I do not know but whatever it is that kind of things make  
23 it useful. I never ambition the system doing anything like that.

24  
25 You thought about doing that before?

26  
27 No. It is interesting. We now may go home and try it.

28  
29 I think it is workable for a lot of things. See, I encourage the  
30 children to use the system.

31  
32 If you have something the share with them all; I never heard anybody  
33 use it that way.

34  
35 Nor have I and I have not thought of the system primarily as a system  
36 between teacher and parent. I have not thought of it and if I can use  
37 it to teach my students, all the better.

38  
39 I think if it had been presented with that also, that idea, not just  
40 communication between parents and teachers, I would have looked at it  
41 without that fear of being just a link with the parents.

42  
43 I tell the children, I encourage them. I do not have a great book.  
44 My book is on the computer, thank goodness. I will tell the children,  
45 if you need a computer print out you need to leave me a message on my  
46 voice mail. Every now and then I would check my voice mail and I will  
47 get two or three messages saying someone needs a print out and I sit  
48 down and do it. The next morning the have it.

49  
50 I use it for the children more than for the parents.

51  
Tape Transcription

1 Can you use it with second graders?

2  
3 I think I would still want to keep it more as a parent; I think that  
4 occasionally, they should ask permission from mother and daddy to call  
5 or do it with the parent of kind of keep it.

6  
7 that could be a part of their homework; to call it and get that  
8 information. Call in and get a question. it is like an adventure,  
9 treasure hunting.

10  
11 I always thought of giving a letter a day or a clue a day and then  
12 giving up pizza at the end to get then used to using it. I am getting  
13 them used to do it any way.

14  
15 Even for me, if they use it. they attempt to pick up their messages;  
16 the students do, specially when they are absent. The students  
17 probably use it more than the parents do to pick up their home  
18 assignments.

19  
20 have you tried something like this before regarding the applications.

21  
22 You and [REDACTED] both have E Mail so that is how you communicate between  
23 teachers. So, for the other three of you, we already talked about  
24 this a little bit. Any teacher to teacher?

25  
26 [REDACTED] does it. I have not used it in that; I have not had any need to  
27 do it. If have had the need it was probably with one teacher and I  
28 usually just take the minute to jot the note and leave it for that  
29 person.

30  
31 I use it to put the schedule in and sank, third grade do a math on  
32 this fourth grade do this and so forth.

33  
34 You send a confirmation so you know they received it. You know they  
35 are not going to put in a pile and lose it. It is going to be right  
36 there and you are going to say. HI teachers, this is [REDACTED] I need you  
37 to take out your calendars and I need you to write some stuff down for  
38 the graduation. You can say we are graduating on this and that day  
39 and then we will go to Disney Land so there will be no teacher who did  
40 not know the messages.

41  
42 That has been one of my problems because I have not thought of that.  
43 That was the situation when we had a field trip. I wrote notes to  
44 every single teacher and put it in their boxes. I probably could have  
45 picked the phone just as easily but I have not thought that far. I  
46 could not probably get to a telephone.

47  
48 If you do not have the list to do it you have to sit down and  
49 establish the list but that is the only problem.

VOICE MESSAGING

(21)

1 I am sitting here thinking there are about two or three teachers right  
2 now who I can call and leave a messages for them tonight instead of  
3 seeing them tomorrow.

4  
5 How did you communicate before PTX?

6  
7 Newsletters, notes, phone calls.

8  
9 did you really get stock into these calls?

10  
11 I will have my children running into our building, oops, sorry,.

12  
13 It is not that you do not want to talk to them; it is just that they  
14 think you are the only ... You have this knowledge of their child  
15 that they want you to share. That is understandable; but they would  
16 go on and on because they have not had enough of what you need to tell  
17 me.

18  
19 You do your best to convey and do your best to help their families.  
20 It is not that you do not want to deal with the parents but it has to  
21 be done at a time when it is the right time. If you think about 25  
22 children in your class and you have 25 sets of parents who want to  
23 talk to you. It is just impossible.

24  
25 It is also the time-frame. Your time after school you really want to  
26 use for accomplishing things you need to be done. The next day, or  
27 for the week, if you are doing weekly plans or whatever. Then you get  
28 caught in that trap, well, I wait and I call when I get home.  
29 Whereas, a parent yourself, if you get home, you need to make dinner,  
30 you need to do this. In your routine at home you hit a point, is it  
31 too late to call, can I call or yet, you do not want to call them  
32 because their children are still up and you do not want to interfere  
33 with their process of getting fed and you get to the point of thinking  
34 it is too late. So the fact that you can use at any time is a great  
35 asset

36  
37 Before we had, if a parent wanted to get in touch with me, I did not  
38 get the message, I have already left, I had a meeting or something,  
39 they want to talk bout it right then and there or they wanted to make  
40 a comment about right then and there. The next day, they are standing  
41 at the door, well, I left you a message and I could not get a hold of  
42 you. I think it makes it easier for them because they can say what  
43 they want to say and they can talk for three minutes and they do.  
44 They feel better.

45  
46 Can this replace the communication with parents?

47  
48 No. it cannot.

49  
50 What needs to be directed?

51  
Tape Transcription

VOICE MESSAGING

(22)

1 You still need to be able to talk to their parents when there is a  
2 real problem. We are talking right now about communicating...

3  
4 I would never leave a negative communication on their phone. Because  
5 you do not if the children could pick it up.

6  
7 A lot of them have the access number and you still need to talk to  
8 the parent. There are some situations which I would not even think to  
9 discuss on the phone with the parents.

10  
11 You can call and say, good job, because you knew that.

12  
13 The frustrating part is there are not a lot of our students, I do not  
14 know, about a third, who do not have voice mail so those are the only  
15 ones with whom you can do that.

16  
17 That is a really good public relations tools; because you are getting  
18 nice messages to the parents.

19  
20 I think we touched on one thing that I think it is important. I think  
21 as far as the over all school announcements; I think it is great. I  
22 know at our school it is working very well. We are not just talking  
23 to teacher. We are also talking school material; if your child is  
24 sick at three in the morning you do not have wait until 7:30 to call  
25 in. The secretary will not have break downs because of answering the  
26 phone five times in a row. they are able to do their job and  
27 accomplish more.

28  
29 I see this also being very useful as far as the over all school as  
30 much or in some cases primary grades more so than just looking at us  
31 individually as teachers. So, at least that is my opinion.

32  
33 I agree with that.

34  
35 So, it has been a general announcement tool?

36  
37 That is the only disadvantage. When you call, you have to go through  
38 all those messages and get to the final one and say okay, this is the  
39 one.

40  
41 Well, I always, when Mr. [REDACTED] starts talking, I press my number  
42 eight and I ----.

43  
44 You can do that; as soon as you hear Mr. [REDACTED] you press 1337101 and  
45 you get me. Just, as soon as he starts talking you can press my box,  
46 can we do that.

47  
48 Is there any way to resolve that besides just telling them?

49  
50 I think education is the key.

51  
Tape Transcription

VOICE MESSAGING

(23)

1 Just the education; I think with the older children it does not take  
2 them too long to learn the system. They are probably better at this  
3 than we are. I am talking about middle school, junior heights age  
4 children. I think they are probably better off than we are.  
5

6 I have never heard of any problems saying, I have not heard a student  
7 come in and say, Mrs. [REDACTED] today is Monday at two O'clock and you do  
8 not have your message on it. I would say, my break is not yet; give  
9 me ten minutes. We are talking at 3:30.

10  
11 so, they really keep track. We already talked about this. The grade  
12 we gave it for the ease of use.

13  
14 C. plus.

15  
16 B.

17  
18 B.

19  
20 A.

21  
22 If you would have asked me this initially ...

23  
24 It is the same thing with me. I am the one who did that because, as I  
25 said.

26  
27 I think it is friendly if you can feel comfortable calling and saying,  
28 I do not understand this, explain this to me. He would take the time  
29 and explained it to me. It made a big difference. That is why I  
30 think it is so easy to use because I had someone sit down with me and  
31 train me. We all know, when you teach it you learn better, do you  
32 not. so, when you sit down with someone else and teach it how to use  
33 it you become the expert and you learn it better and that is case with  
34 me.

35  
36 You gave it lower grade because of the time you took learning it and  
37 you gave it a higher grade because you could use it.

38  
39 Any other changes or improvements other than the ones we covered in  
40 order to make it easier to use?

41  
42 How about training material. Have we discussed that?

43  
44 Training materials or training? You asked us both.

45  
46 Let us start with training.

47  
48 I would give a B. for training.  
49

VOICE MESSAGING

(24)

1 I take some of the responsibility of learning at the beginning. I  
2 imagine it is my responsibility with that. The training was there; I  
3 just did not do it right.

4  
5 I gave it a C. plus. but listening to you say that I should probably  
6 have ... I was probably one that felt like, gee, I can bother to go  
7 there again. I admit it, I struggled through it as opposed to, I  
8 probably should have

9  
10 bothered more often. Again, I am a visual person so for him to say,  
11 okay, you need to do this and this and that; I do not know. Give me  
12 the telephone and the buttons, I need that.

13  
14 I gave it a C. plus. It took me a while and I had the training. I  
15 guess I was not good at it. It is someone else's fault. I thought he  
16 could have been more training. He did come twice and I needed another  
17 time.

18  
19 What did he do?

20  
21 The first time we met with our great level and there were four of us.  
22 Then we had some other teachers in there who are special teachers who  
23 had time off at that time. We probably had six to seven teachers in  
24 there and, he gave a nice presentation, used the telephone, showed us  
25 how to do it; we, who brave enough, those who were brave enough,  
26 worked the telephone and practiced. It is surprising, out of the four  
27 of us, those two who did try it still have not used it. I felt we  
28 needed more one on one and actual use and a whole row of telephones .  
29 Not just one telephone for six of us because we watched other people  
30 do it and it was not the same thing as doing it yourself. I can watch  
31 you do that but I really do not know how you are doing it because I do  
32 not really understand what you are doing.

33  
34 I do not always appreciate it well, It is easier to relate to it if  
35 you are doing it yourself.

36  
37 There was another training time where he came in and the other ----  
38 teacher and I went into a small office where we were both in view of  
39 the telephone and able to watch what each were doing. That seemed to  
40 help much better and I felt more comfortable after that one. I think  
41 that type of training with someone like this would be helpful.

42  
43 nancy does a great job of teacher teaching the teacher; if you train  
44 ten of us or seven of us and we go in and train the other ones it  
45 would be just fine.

46  
47 I think that first time too actually having my first message that I  
48 wanted to put out there; I am leaving a message and I have to write it  
49 down and I had really thought it through and say, this is what and  
50 then sat down and actually done the first message and to know that it  
51 could go ...

Tape Transcription

## VOICE MESSAGING

(25)

1 Everything after the initial training going back to my room and  
2 sitting for an hour after school, playing with this thing and still  
3 not coming back exactly the way I thought and re-reading and the  
4 frustration of going to someone else and saying, what in the world am  
5 I doing wrong here.

6  
7 If you were told that person had been trained to do help you would  
8 have been more likely to do that.

9  
10 I think you need to have a period of training here and those will  
11 train a couple there and so forth. It has to be one on one; you can  
12 learn it unless it is done that way.

13  
14 You have to have that phone and actually do it over and over on your  
15 own because you sit there and you look t the screen and say, okay, and  
16 they model like a --- is being done. Well, that was not mine. So you  
17 have to transfer that information to your own.

18  
19 We should be able to put the message and you were able to hear and  
20 then you had a decision of changing the message but you do not know --  
21 how it really sounds until you are home in the room with just the  
22 machine. Since there is no one else there to help you are bound and  
23 determined to do it. so, you will figure how to work with it. I  
24 think it would have been nice to have another teacher sitting with you  
25 after the training because it would have been really comfortable to  
26 have them do that.

27  
28 I know I am the one to always say, [REDACTED] I am going to come over and,  
29 would you help me and she said, yes. Well, I did not have the time;  
30 you say, okay, I am coming. She is way on the other room I did never  
31 get there to have her show me that to me.

32  
33 What did you give as a grade.

34  
35 I gave and A. for training because I did not have any problem. I  
36 cannot tell you why. I said, we had our training sessions and I knew  
37 immediately what to do. I did not know how to do it but I sat home  
38 and figured it was me. I played with the numbers until I figured it  
39 out.

40  
41 I took it upon myself to do it. What was wrong was that I was not  
42 understanding. There was also one difference. When I was there, I  
43 was the one who was pressing the numbers. I was the model. I do not  
44 know that it had anything to do with it or not because I did it at  
45 home a few hours later.

46  
47 The training part was not a problem and I really thought it was me; I  
48 just sat at home and fiddle around until I got it and I still fiddle  
49 around. So, that is what I think. the training was not the problem,  
50 I put the blame on myself and I finally figured it out so I said, okay  
51 I was the only dummy who did not know how to do this.

Tape Transcription

1  
2 I gave it an A. minus because, frankly I got frustrated with getting  
3 calls every night. Not that I mind it doing it but after a while I  
4 started saying, enough already. I had teacher calling to say that  
5 they could not get a message on or off. I am getting this node six,  
6 what does that mean. How do I make a distribution list. Everything.  
7 I am a parent as well as a teacher and I would come home from school  
8 and pick up my phone and say, you have seven new messages. Well, four  
9 of them would be from the same teacher who forgot to say something and  
10 thought she could go on and delete it after she had sent it out to  
11 her distribution list. she could not so I had to call her and say;  
12 you know, I hate to be the one to tell you this, but once you send it  
13 you cannot get it back and ... she would send a message saying,  
14 today's assignment for such and such subject is, and the grade is;  
15 thank you, good bye. The next message would say, today's assignment  
16 is such and such, which is slightly different from the first one. She  
17 thought she had deleted it; you could not pull back from other people  
18 to whom you sent it. It was a little frustrating for me. I have to  
19 tell you; my big thing was, I would call and, this is an answering  
20 machine, right?> Hi, thanks for calling, this is Mrs. --. You sent  
21 it to their home. They did not call you. so they are picking up  
22 listening to

VOICE MESSAGING

(27)

1 their messages and it says, hi, thanks for calling. They did not  
2 call; you called them. You see what I am saying? It took me a long  
3 while to get into the routine of just saying hi, it is Mrs. [REDACTED]  
4 from [REDACTED] and here is the information you need to know; a long  
5 time. It took me a while to realize that I need to put my name on  
6 that.

7  
8 I would call and just say, hi parents. and go on and everything.

9  
10 Or say, this is the week of ... It took me a while.

11  
12 Nowhere did anyone say or mentioned to me that was going out to people  
13 and, you know, a parent finally said something, oh, that was you was  
14 it not?

15  
16 I did not think about that originally. She always do your best to  
17 sound perky and refreshing.

18  
19 That is why I always write it down because I listen to mine and there  
20 is something ----. I hope I am using proper English; am I using  
21 proper English?

22  
23 You record it perfectly and you hit the star key and you erase  
24 everything and you to start all over again.

25  
26 Any suggestions at all regarding training?

27  
28 The training materials were great. I put a B. plus because I use the  
29 same as you can see.

30  
31 I have used this and I gave a B. plus because most of it is there.

32  
33 I need a flow chart something visual. do you want to change your  
34 message, yes, no, go this way. do you want to listen to your  
35 messages, yes, no.

36  
37 Some of it was confusing and I do not know the terminology; for some  
38 reason. When you are removing messages, whatever it tells you number  
39 four is does not sound anything like removing a message. It says,  
40 administrative options. It is not something to verify receipt of a  
41 message or something like that you press four. Then you have to go  
42 into your specific box and your own box and not ...

43  
44 so, it is not consistent.

45  
46 What if, I cannot remember but, the terminology on the button pressing  
47 four gives you no clue that there it where you would go to remove  
48 messages. That is why I have these little notes.

49  
50 partially the terminology used.

51  
Tape Transcription

## VOICE MESSAGING

(28)

1 I heard earlier that you get some feedback and you get some from the  
2 parents ... How do you get that feedback. do they leave you a  
3 message back?

4  
5 Mine just reply or else they just send a separate message.  
6

7 I do not think I have gotten a message on my voice mail. You would  
8 not know if they sent it in response to what you said.  
9

10 I do not send any out so I have not gotten anything saying, hey, good  
11 job.  
12

13 You are putting out a whole work for the week on Monday and it is just  
14 for them to get it if they want to get it. What percentage would you  
15 guess are calling in to get information?  
16

17 I could not give you a percentage.  
18

19 Would it not be nice to get those numbers. I have no idea because I  
20 have no idea who call. The only way I know is if they tell me the  
21 next day. I do have maybe, I could give you this; just off the top of  
22 my head, maybe two students a week say something about their homework  
23 they got from the machine. that is the way I know they are listening  
24 to it but there is no way I could give you a number.  
25

26 the type of feedback you are getting is what? Positive ...  
27

28 If they have voice messaging.  
29

30 I am not sure ...  
31

32 is there any difference in reaction between the parents who have voice  
33 messaging versus those who do not.  
34

35 those who have it respond more often to me. If you call in to  
36 retrieve my message, as a parent, if I would have called into my mail  
37 box I have to press two, I think it is, to leave me a message. If I  
38 get it sent to my home and I want to respond would have to press  
39 eight or something like that. again, there is an inconsistency to  
40 reply to a message. You should, to me, you should always have to  
41 press the same thing whether you get it in your home or in school. if  
42 you press the same thing. The other thing is, if I am getting a  
43 message and it will say, if you would like to erase this message press  
44 seven and if you want to respond press eight. Well, I will press  
45 eight and it says you have pressed and incorrect key. You just told  
46 me you could press eight. It probably means I do not know for sure  
47 but it probably means that they do not have voice messaging; that is  
48 what I assume. I do not know if that is true or not but if I say,  
49 okay, I am going to tell this student, good job and you ....  
50

VOICE MESSAGING

(29)

1 [REDACTED] you were to say something else. You looked like you were at a  
2 loss ...

3  
4 any other changes to the training materials?

5  
6 flow charts; and extra copies so that you can keep them by the phone.  
7 maybe like a spiral binder things that is laminated each page is  
8 laminated and you can just hook right up there and when you want to do  
9 something you just look at it.

10  
11 Even that would be nice and you can just look through it and you can  
12 say, okay, this whole page is to remove a message and this is how you  
13 would do it. You put on a message and this is how you do it. Maybe  
14 with little tabs.

15  
16 I still like the idea of a flow chart. One column, I like your idea.  
17 this is to leave a message, to remove a message, to use and listen  
18 only mail box.

19  
20 I like your idea. this is to leave a message, to remove a message to  
21 use your only mail box. Just going o.

22  
23 I like the concept because I would hang up in between steps and now  
24 that I am more comfortable I go back and forth. I knew that if this  
25 is what I was doing and I did it and I got to hang up I said, oh, now  
26 I can do the next one.

27  
28 Feedback from parents. You have feedback from students?

29  
30 Yes, I have not.

31  
32 I encourage my students to call at all time.

33  
34 You know, I want to bring lemonade tomorrow, I keep forgetting; would  
35 someone please leave me a message on my voice mail reminding me to  
36 bring the lemonade. They do. would you please let me know. I keep  
37 forgetting this, I want to remember this and I know when I am at home  
38 I need to pick it up when I forget and someone please leave me a voice  
39 mail and they do. The children do. There are two or three children  
40 who remind me of everything.

41  
42 Then, other times, like last night. I have to have some grades at  
43 home that I kept forgetting to bring so a little boy called me and  
44 said, I do not need to bug you but you ask me to remind you to bring  
45 those grade so I remember.

46  
47 That opens lines of communication between me and the children. One of  
48 the children called me and said, do not make a big deal out of this  
49 but I really want to go and see the --- tomorrow. That was great  
50 because a read the --- and I said, this person wants to see you and he  
51 came in and said, I would like to see, you know, like it was his idea

Tape Transcription

VOICE MESSAGING

(30)

1 and that person got to go to the concert and that was all low key; no  
2 one saw me in the little corner talking to this lady and it worked  
3 really well.

4  
5 So you handle confidential things.

6  
7 Yes, I told the students it is my private mail box and no one is  
8 listening to it but me; they have no way of figuring the code.

9  
10 We talked earlier about the kind of obstacles and the reactions from  
11 other teachers about this. Their feelings about it now. How do they  
12 react now.

13  
14 I agree with what [REDACTED] said. I think we have a mixed feeling; I  
15 think we have those who really use it and really like it. You still  
16 have those who feel like is just one more thing to do and they are not  
17 using it.

18  
19 Have they tried it?

20  
21 Very little.

22  
23 They refuse?

24  
25 I think it is the same thing. they are doing it but probably not  
26 using it as much as they could.

27  
28 There are some teachers who used to use twice a day and I go home and  
29 hear, hi, this is Mrs. so and so. Delete, I am not going to listen to  
30 it. I think it just depends on the teacher and, again, I would come  
31 up to the idea that if they have a computer sitting in front of them  
32 and they were computer literate they would have a hard time using it.

33  
34  
35 the same thing; you still get those who are eager to try things; those  
36 things that are resistant to changes.

37  
38 Eventually it will come, as anything else. I mean, our district put  
39 computers on our desks like four years ago. I mean, we had the same  
40 thing; when you started you had, and we did a pyramid. We started we  
41 ten teachers at each school who have one and they in turn helped  
42 train them. There were, initially people who, you know, I am not  
43 using this, I am afraid of it and all that. I think you see more and  
44 more people using them constantly now.

45  
46 The reaction I see ... I do not see them as scared of them any more.  
47 It' is not a big deal to get a phone line. The deal is that more and  
48 more teachers see the positive that comes out of it; they are more  
49 likely to try it. I tell you, when I had that success with that extra  
50 credit, I told everyone who I could ---. You would not believe what  
51 happened last night; I had 25 children and I know those children did

Tape Transcription

1 it. I do not have to worry about them tapping into somebody else.  
2 then I heard, you know, that is a good idea; maybe I should try it.  
3

4 Today I was sitting talking ... You know, it is fun to brain-storm  
5 ways in which, I think it would benefit schools. Not just your own  
6 school. Within your own school, but also ideas of what you get even a  
7 newsletter type thing that would throw out maybe some little ideas of  
8 ways to do it.  
9

10 [REDACTED], why did you fast forward to teacher who sent you a message.  
11

12 Because she tells me if the children read a page of a book. today  
13 they read page 97. they read 92. But she is almost ghat bad. She  
14 would leave me the same message every single day. Okay, for sixth  
15 grade now, they are still working on their stories. do not forget it  
16 has to be typed by Friday. Good god If you told me that on Monday  
17 you do not need to tell me that on Tuesday and the rest of the days.  
18 I am an adult and I can remember.  
19

20 In fact, I took that hint from one of my parents. she sits with a  
21 calendar and when I leave my message she writes it in her calendar for  
22 what we are to do everyday. I have two children who go to school and  
23 both of their teachers use voice mail and my son has four different  
24 teachers two of whom send home messages and two of whom do not. I  
25 will write, [REDACTED], your book report is due Friday; I know [REDACTED] then, on  
26 Wednesday I would say, [REDACTED] your book report is due on Friday because  
27 it is on my personal calendar. Yes, I want her to be responsible and  
28 she is a responsible child. Likewise, I also want to be a good parent  
29 and let her know I am not let her slide. Same thing with my sixth  
30 grader. You know, how --- human body will coming along [REDACTED] well [REDACTED]  
31 it is coming along [REDACTED] it is, can I see it, can I take a look at it.  
32 I am just curious how you are doing. Three pages and it is supposed  
33 to be 50 or whatever. I will sit down; I got this from a parent who  
34 did it with my messages and I write it on my calendar.  
35

36 maybe I am over potty trained or something.  
37

38 How about US WEST personnel. What do you think of the service  
39 provided by them?  
40

41 Very good job. A. plus.  
42

43 Anyone who can come into an elementary school and not run out  
44 screaming from being with a group of teachers has to be good. I was  
45 very impressed with them. He was very articulate, was able to , like  
46 I said, at least I could communicate with him.  
47

48 I really thought he did a good job of it; and then, there was a lady  
49 who was sent also. There were two of them and both were very good.  
50

1 e had [REDACTED] and a woman back in September and then a new lady who had  
2 just started recently I had to tell you that I always felt really  
3 comfortable just picking up the phone and saying, [REDACTED] I have a  
4 problem, here is what it is. He had a voice mail box on my system at  
5 school and then made all the difference in the world. I was not  
6 calling into his office; he knew that he needed to check that on a  
7 regular basis and I could leave him a message and he would get back to  
8 me and he was really good doing that.

9  
10 He also left us messages. Is everything okay? now, here is your new  
11 list. I do not want your box.

12  
13 Why can they not put just an editorial comment on your list.

14  
15 Would you like it if they did?

16  
17 I thought that was good and I did call him a couple of occasions; like  
18 I said, it was probably just my ego. It is like, why am I not getting  
19 this.

20  
21 One of the teachers in your school to whom you could go and ask  
22 questions.

23  
24 How about in the future? What type of involvement would you like to  
25 see from US WEST?

26  
27 more hands on. When they start to do the instruction; if they find a  
28 message ....

29  
30 or bring us into a place like this; it is already prepared. Not  
31 necessarily this room; but this is good for us all.

32  
33 I think it needs to be grouped.

34  
35 If there is someone who understands it is a lot easier for that person  
36 to help me and if I know I can help you. We can group.

37  
38 if I can remember correctly, and correct me if I am wrong. We did it  
39 during school time, during our break time and that can be really good  
40 timing. Maybe it was not long enough; maybe we needed to have a  
41 service after school and you knew you were going to be there for an  
42 hour or an hour and a half or whatever instead of doing it on your  
43 break time when you signed out and know that, okay, I only have 20  
44 minutes to do this. Then you have to go back to class and I think it  
45 might help. it was done during school time, if I can remember  
46 correctly and it was at a break time and being a teacher that break  
47 time, no matter if you have one or two you do not have enough time to  
48 get everything done that you need.

49  
50 Well, it was early in the year when you are doing everything anyway.  
51 I need this time.

Tape Transcription